



## TRUE/FALSE/OPINION SORTS

PRODUCT CODE: **555**

### PRODUCT CONTENTS

MANIPULATIVES: 21 sheets (28 sets);  
file is 42 pages printed double-sided

RESOURCES: Types of Opinions,  
Evaluating & Writing Facts,

11 pages of teacher information

### SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

### MATERIALS PREPARATION

PDF pages are designed to be printed on 8.5 x 11 inch sheets. Cover-weight paper in a variety of colors is available at office supply stores or online. Lamination is recommended if you want your materials to last.

True/False/Opinion Sorts are printed double-sided (each story is continued on the card back and answers for sort cards are on the backs). Since alignment is critical, consider having the pages printed on a commercial digital printer.

All Reading Manipulatives pieces have a code that is used for maintaining set integrity and student recordkeeping. The first part denotes the product, followed by a hyphen and the set number.

Put student sets in zipper bags. Answer keys can be kept in the bags or stored separately. Select containers for the 28 student sets that hold and display the sets most efficiently.

### ANSWER KEYS & STUDENT CHECKLISTS

Answer keys are provided because active involvement builds accountability. When done thoughtfully, students learn from checking their work and analyzing any errors they make.

Manipulatives encourage cooperative learning. Students should be allowed to assist one another as a need arises.

Checklists are important for tracking the materials that have been completed. The last page of this guide is a master for student checklists that can be copied and cut.

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## INSTRUCTION **FACT vs. OPINION**

Students must be trained to analyze authenticity of what they read and believe since facts can be quite elusive. For instance, we are taught that water boils at 212° fahrenheit. However, both altitude and barometric pressure can alter the boiling point, so this fact has conditions.

Additionally, myths often surround events and are commonly believed to be true, whether or not they are factual. An example of this is in the Elvis Presley story. It is often said that Elvis paid \$3.98 to record his first song at Sun Records as a birthday gift for his mother. The problem is that this record was cut on July 18, 1953, and Gladys Presley’s birthday was April 25. While the validity of this detail is irrelevant, it is an example of popular myth.

Advancing technology disproves existing theories, and new data often requires that beliefs be modified. Readily available information, globalization, and instant communication are challenging the reliability of “facts” previously portrayed as historic or truthful.

Writers use certain words to limit the absolute nature of their statements. These include: modal verbs (*can, may, might, could*); adjective quantifiers (*few, most, some, several, more*); and adverbs of frequency (*sometimes, generally, often, rarely*). On the following page is a resource that gives examples of factual statements (both true and false) from this product. Notice how qualifiers and quantifiers are used in the statements to limit the scope of what is being said.

True/False/Opinion Sorts also develop strategies for identifying opinion statements, as opposed to facts. To help students to identify opinions, these statements are broken into five categories: judgment, speculation, generalization, advice, or personal. A resource list detailing the characteristics of each category, along with examples from the product, follows.

### DIRECTIONS FOR WORKING TRUE/FALSE/OPINION SORTS

When doing a set, the student should set the story aside and arrange the statements face up in a pile to one side of the work area. The back sides can be identified by the words TRUE, FALSE, or OPINION that start each answer. The true, false, opinion headers should be placed at the top of three columns. Next the student should read the story, which is printed on both sides of the card. After completing the selection, then he/she should read each statement and sort it into the correct column. The student can refer back to the story if unsure about any statement.

After completing the activity, the student should check responses by turning over each card and reading the back. For a true or false statement, the supporting sentence(s) from the story is on the back of the card. A statement of opinion gives the reason why it is an opinion. This is an important part of the activity because explicit instruction occurs in the checking process. It is in understanding why the statements are true, false, or opinion that students improve critical reading and thinking strategies.

TRUE	FALSE	OPINION	<b>Gross Creatures: Scorpions</b>  Scorpions have lived on Earth for 450 million years. They were here before the dinosaurs and survived whatever caused dinosaurs to become extinct. Back then, however, scorpions were a whopping 3 feet long. Perhaps they have endured because they need little energy to grow or live. Their metabolic rate (energy they use to stay alive) is less than that of a growing carrot. They can go a year without eating, and some kinds live 20 or more years. There are 1,500 types of these creepy Arachnids (spider family). Scorpions have lobster-like pincers, 8 legs, and glow-in-the-dark skeletons. They have four eyes, but very poor eyesight. Scorpions do not have tails. It is actually the end of a scorpion’s abdomen that curves up and is topped with a poisonous sac and a sharp, nasty stinger. All scorpions are poisonous, but only 25 species have venom that can kill people. Only one kind of deadly scorpion lives in the United States, and they are found in the Southwest.
Scorpion venom causes some paralysis in those who have been stung.	A scorpion has a stinger and sac of poisonous venom at the tip of its tail.	Scorpions are much smaller than they were millions of years ago, but these dangerous creatures are still scary.	
Scorpions do not eat much because they use so little energy.	In the United States, scorpions are found only in the Southwest.	It is thrilling to find scorpions at night with a black light and then stomp on them.	
Prehistoric scorpions were heartier or more adaptable than dinosaurs.	Scorpions mainly use their poisonous stingers for protection.	Scientists find scorpions fascinating to study because of their amazing ability to adapt and survive.	
ANSWERS ON CARD BACKS			
TRUE. They were here before the dinosaurs and survived whatever caused dinosaurs to become extinct.	FALSE. Scorpions mainly use their venom to paralyze prey so they can eat them.	OPINION–JUDGMENT. The adjective thrilling indicates judgment. Whether this is thrilling is a matter of opinion	

STORY CONTINUED ON BACK

# 555 TRUE/FALSE/OPINION SORTS – 28 SETS

Learning to identify types of opinions is a key critical reading strategy. After reading a story of approximately 375 words, the student sorts 10 statements related to the topic as either true, false, or opinion.

This sorting activity ingeniously builds both literal and inferential comprehension skills. On the back of each card is a reference to story facts or a reason why the statement expresses opinion (categorized as judgment, speculation, generalization, advice, personal).comprehension skills.

**Tyrannosaurus Rex:  
The Killing of a Legend**

At 40 feet long, 15 feet high, and weighing 6 tons, Tyrannosaurus Rex is portrayed as the undisputed king of his Cretaceous world. Some scientists believe that his enormous, powerful legs could crush prey. His 4-foot jaws with 7-inch teeth could pulverize victims. Every living creature must have trembled when the dinosaur king, T-Rex, was on the prowl.

Or did they? Computerized models of a tyrannosaurus' leg muscles suggest that T-Rex could never have chased a jeep like the tyrannosaurus in Jurassic Park. In fact, tyrannosauruses might not have been able to run at all. Experts used computer models to calculate leg muscle mass necessary for running. In order for such a gigantic animal to run 45 miles per hour, T-Rex's leg muscles might have to account for as much as 86 percent of his weight. Researchers believe that would be impossible.

Some expert paleontologists suggest that Tyrannosaurus Rex was not a hunter at all. They portray T-Rex as a scavenger that depended on consuming already-dead remains for nutrition.

**STORY ON BOTH SIDES**

TRUE	FALSE	OPINION
Some researchers are challenging theories that found Tyrannosaurus Rex was a dominant predator in his Cretaceous world.	Computerized models of a tyrannosaurus leg muscles prove that these huge dinosaurs could not run very fast.	Tyrannosauruses would not have needed 4-foot jaws with 7-inch teeth if they had not been fierce predators.
Computers allow scientists to perform calculations to test existing theories, so they are useful for scientific research.		Dinosaur movies without vicious dinosaurs won't be appealing to movie audiences.
Scientists can prove T-Rex's size, shape, and features.		It is ridiculous to use current data to conclude Tyrannosauruses were hunched-over scavengers with poor vision.
<b>TRUE.</b> Using fossils they know that T-Rex was 40 feet long, 15 feet high, weighed 6 tons, had powerful legs, 4-foot jaw, 7-inch teeth.	<b>FALSE.</b> Words in the selection, such as <i>suggest that T-Rex could never or might not have been able to run at all</i> , propose this as a possibility.	<b>OPINION – JUDGMENT.</b> The adjective <i>ridiculous</i> expresses judgment. Whether <i>this is a ridiculous conclusion</i> is a matter of opinion.

**CARD BACKS WITH EXPLANATIONS**

**CARD FRONT**

## Tyrannosaurus Rex: The Killing of a Legend

TFO-17

At 40 feet long, 15 feet high, and weighing 6 tons, Tyrannosaurus Rex is portrayed as the undisputed king of his Cretaceous world. Some scientists believe that his enormous, powerful legs could crush prey. His 4-foot jaws with 7-inch teeth could pulverize victims. Every living creature must have trembled when the dinosaur king, T-Rex, was on the prowl.

Or did they? Computerized models of a tyrannosaurus' leg muscles suggest that T-Rex could never have chased a jeep like the tyrannosaurus in *Jurassic Park*. In fact, tyrannosauruses might not have been able to run at all. Experts used biomechanical computer models to calculate leg muscle mass necessary for running. In order for such a gigantic animal to run 45 miles per hour, T-Rex's leg muscles might have to account for as much as 86 percent of his weight. Researchers believe that would be impossible.

Some expert paleontologists suggest that Tyrannosaurus Rex was not a hunter at all. They portray T-Rex as a scavenger that depended on consuming already-dead remains for nutrition.

**CARD BACK**

T-Rex's amazing olfactory skills (sense of smell) could have smelled a carcass from miles away. His legs were likely used for walking, not running, and he could have covered many miles in search of dead animals. T-Rex's gigantic teeth, often depicted as fatal to any enemy, may have been used instead for crushing bone and cartilage left behind by the true hunters.

According to paleontologist Jack Horner, tyrannosauruses may have been ugly, hunched-over beasts with mediocre vision. He believes that their huge, awkward legs were poorly designed for running and their small, skinny arms couldn't have been much use in a fight. Furthermore, if a T-Rex fell down or was pushed over in a fight, his arms would have done little to break the fall and his bones might break on impact, which could be fatal to the beast.

These new theories about Tyrannosaurus Rex are killing a legend, and many are not pleased with this. Still, regardless of people's fascination with T-Rex as a vicious predator, current scientific data based on recent findings may become too compelling to ignore. After all, didn't man once believe that Earth was flat?

**STATEMENT ON CARD FRONTS**

**ANSWERS ON CARD BACKS**

Computers allow scientists to perform calculations to test existing theories, so they are useful for scientific research.

TFO-17

**TRUE.** *Experts used biomechanical computer models to calculate leg muscle mass necessary for running.*

Scientists can prove T-Rex’s size, shape, and features.

TFO-17

**TRUE.** *Using fossils they know that T-Rex was 40 feet long, 15 feet high, weighed 6 tons, had powerful legs, 4-foot jaw, 7-inch teeth.*

Some researchers are challenging theories that found Tyrannosaurus Rex was a dominant predator in his Cretaceous world.

TFO-17

**TRUE.** *Some expert paleontologists suggest that Tyrannosaurus Rex was not a hunter at all.*

Computerized models of a tyrannosaurus leg muscles prove that these huge dinosaurs could not run very fast.

TFO-17

**FALSE.** *Words in the selection, such as suggest that T-Rex could never or might not have been able to run at all, propose this as a possibility.*

Scientific theories use data to attempt to explain what is possible or may have happened, but they are not necessarily accurate.

TFO-17

**TRUE.** *These new theories ... current scientific data based on recent findings may become too compelling to ignore.*

Tyrannosaurus would not have needed 4-foot jaws with 7-inch teeth if they had not been fierce predators.

TFO-17

**OPINION – SPECULATION.** *The conjunction if indicates speculation. Whether T-Rex would have needed 4-foot jaws and 7-inch teeth if not a predator is unknown.*

Dinosaur movies without vicious dinosaurs won’t be appealing to movie audiences.

TFO-17

**OPINION – GENERALIZATION.** *To assume that NO dinosaur movie without vicious dinosaurs will appeal to movie audiences is a generalization and matter of opinion.*

Scientists should accept the new theories about dinosaurs and let go of old perceptions.

TFO-17

**OPINION – ADVICE.** *The verb should signals advice. Scientists should accept the new theories are the advice and opinion of this writer.*

People do not want to imagine T-Rex as an ugly, hunched-over scavenger.

TFO-17

**OPINION – GENERALIZATION.** *To assume that ALL people are not willing to change their views about T-Rex is a generalization and matter of opinion.*

It is ridiculous to use current data to conclude Tyrannosaurus were hunched-over scavengers with poor vision.

TFO-17

**OPINION – JUDGMENT.** *The adjective ridiculous expresses judgment. Whether this is a ridiculous conclusion is a matter of opinion.*

**TRUE**

**FALSE**

**OPINION**